

Annual Alternate Assessment Mentor Training

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October 27, 2008, Anchorage, Alaska

Open Space

- As we move through day, jot down possible ideas for topics you would like to discuss with other mentors today.
- Before lunch, write down a topic of strong interest on colored paper, and we will pick up.
- You must be willing to lead the initial discussion on this topic.

Overview of the Day

- Housekeeping
- Welcome & Introductions
- Sign-in, Name Tags, Materials
- Recruitment for Bias & Content Review
- Review Agenda
- Format of Table Groups
- Focused Questions for Table Groups
- Open Space Technology, Format & Topics

What's New ~ What's Different? Minimal Changes for 2008 - 2010

- Errata fixes from Mentor calls last year
- Data Entry fixes
- Mentor Tracking system for Protégés
- Data Entry section modifications
- Updated AA Manual
- Online Training Manuals not in AA Manual this year
- Short online survey in 2009

What we are doing in the background....

- Finalizing Extended Grade Level Expectations (ExGLES) document for 2009 publication
- Developing the Early Entry Points to better align with ExGLEs (part of ExGLE final publication)
- Develop new Expanded Levels of Support (ELOS) items from Early Entry Points
- Develop new Reading, Writing, Mathematics, and Science items
- Bias and Content Review of new items

Roll out in 2010-2011....

- New Form B of Alternate Assessment
- New ELOS items to match early entry points
- Practice tests will look like secure test
- Streamline practice tests
- Updated videos
- Provide answers to practice tests to explain correct, partially correct, and incorrect answers
- Re-bundle test materials by grade level

Teacher Survey of Consequential Validity

Results

Purpose of Survey

- The goal of this survey is to better understand the impact that Alaska's alternate assessment is having on the educational programs of students with significant cognitive disabilities, and to discover if the assessment system works efficiently for educators. We would like to hear from Qualified Assessors and Qualified Mentor-Trainers on a number of issues that relate to the administration of the assessment and use of the results.

Teacher Survey

- Online survey.
- 274 QAs contacted, 179 completed survey
- Categories:
 - A. Training and Qualification
 - B. Test Administration and Decision Making
 - C. Accessibility and Results
 - D. Instructional Relevance
 - E. Professional Development Needs
 - F. Teacher Demographics and Experiences

Teacher Survey

- 2008 survey yielded baseline information
- Review summarized results of 2008 survey using handout
- 2009 survey
 - Hosted by EED
 - Shortened survey
 - Follow-up on topics to track changes over time

Implications from Teacher Survey

Section 1 ~ AA Manual

- Section 1 – General Information
- TOC, Glossary
- Overview
- Background of the Alternate Assessment
- Vendor and EED Contact Information
- AA Calendar
- 2008-2013 5 year Test Calendar
- Test Calendar Matrix 2008
- Policy and Guidance
- Participation Criteria
- Test Security Information

Review of Section 1

- Background of Alternate
 - Originally written for National TAC
 - Included in Technical Report
- Page 10 – Contact Information
- Review 3 Calendars
- Policy & Guidance (New: Late Entry)
- Participation Criteria and *Participation Guidelines*, September 2007 edition

Section 1 – Table Groups

- Test Security
 - For Alternate Assessment
 - Online Security Levels
 - Test Security Agreement
- Table Group Assignment (10 minutes)
 - Review Test Security pages
 - Read, discuss, sign, and turn in Test Security Agreements

Section 2 ~ AA Manual

- Section 2-Training & Test Administration
- Overview
- System Requirements
- Test Administration Training Requirements
- QA and QT Requirements Checklist
- Practice Test Description
- Annual Required Refresher Tasks
- Points and Blueprint of Tasks
- Administration Rules, Reasons Not Tested
- Data Entry
- Online Training and Proficiency Crib Sheet
- Modifications to Online System 2008

Review of Section 2

- Overview
- Accommodations
 - small error page 25. Science Training Manual should read Reading, Writing, Math and Science Training Manuals
 - Accommodations will be discussed in depth
- System Requirements
- Practice Test Description
- Test Blueprints, pg. 37-46

Review of Section 2

- Administration Rules, page 48
 - CHANGE: All students start with standard items
 - Follow 3 consecutive error rule (3 consecutive 0's on 3 items in 3 tasks in a content area, then okay to stop that test).
 - Move to ELOS items and follow 3 x 5 rule
- Reasons Not Tested, page 51
 - Covered more thoroughly under Online Modifications

Review of Section 2

- Training Requirements to Administer and Score Alternate Assessments in Alaska
 - Page 27-31 from Technical Report
 - Checklist
 - Flow Charts
 - List of Required Practice Tests/Tasks
 - Crib Sheet ~ Getting started with the qualified assessor process

CHANGE FROM MANUAL: Refresher Tasks for returning QAs and QTs. Refresher tasks have an (*)

	Training			Proficiency	
	Overview	Administering	Scoring	Test Yourself	Attempts
Identify Pictures				Test Yourself	0 Attempts
Identify Signs and Symbols				Test Yourself	2 Attempts
Identify Letter Names				Test Yourself	1 Attempt
Read Passages*				Test Yourself	0 Attempts
Segment Phonemes				Test Yourself	0 Attempts
Identify Letter Sounds				Test Yourself	0 Attempts
Blend Sounds, Decode Words*				Test Yourself	0 Attempts
Read Words*				Test Yourself	0 Attempts
Read Sentences				Test Yourself	0 Attempts
Reading Fluency				Test Yourself	0 Attempts
Reading Comprehension*				Test Yourself	0 Attempts
Identify Own Name				No Proficiency Test	
Obtain Information				No Proficiency Test	
Root Words				No Proficiency Test	

Section 2 – Data Entry

- Enter all students name and demographic information on your caseload into the online data entry system by March 1, 2009.
- After administering the assessments, complete data entry of student scores
- Data Entry of student scores must be complete by end of test window (April 10, 2008)
- Data Entry Flow Chart, page 53
- Modifications to Online System, 2008
 - Pages 67 – 76

Modifications to Online System, 2008

Data Entry Section: Student Entry Tracking, Caseload Complete

The text in this area will change, based on the document: AKAonline_change_EnterScoresText

IMPORTANT: By March 1, please complete entry of student demographic data for the students you will assess. You can complete this by selecting the "Student Setup" link below.

Student Name	Grade	Reading	Writing	Math	Science	Record Complete
sherman, kim	3	Reading Tested: <input type="button" value="Enter Reading"/>	Writing Tested: <input type="button" value="Enter Writing"/>	Math Tested: <input type="button" value="Enter Math"/>	No Science for Grade 3	Mark as Complete: <input type="checkbox"/>

Change: Text in text box from online change form for Enter Scores Text.

ADD: Please complete entry of the demographic information for students you will assess before March 1, 2009. You can complete this by selecting the "student setup" link below.

Then, the data from student setup will populate a report available to Qualified Trainer/Mentors (next page)

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Data Entry Section: Caseload Complete, Report for Mentors to track QAs

Assessor Alternate Assessment Completion Report				
Assessor Name	Reading	Writing	Math	Science
Rose, Maggie	Caseload Ttl 	Caseload Ttl 	Caseload Ttl 	Caseload Ttl
	Completed # 	Completed # 	Completed # 	Completed #
	Percent Complete 	Percent Complete 	Percent Complete 	Percent Complete
Sherm, Molly	Caseload Ttl 	Caseload Ttl 	Caseload Ttl 	Caseload Ttl
	Completed # 	Completed # 	Completed # 	Completed #
	Percent Complete 	Percent Complete 	Percent Complete 	Percent Complete
Smith, John	Caseload Ttl 	Caseload Ttl 	Caseload Ttl 	Caseload Ttl
	Completed # 	Completed # 	Completed # 	Completed #
	Percent Complete 	Percent Complete 	Percent Complete 	Percent Complete

(COLORED BOXES USED FOR VISUAL EFFECT ONLY – DISPLAY NUMBERS INSTEAD)

 = Number autopopulated from Caseload Setup

 = Number autopopulated from Saved Record / Data Entry page

 = Calculation: (completed #) / (Caseload Total)

Data Entry Section: Caseload Complete, Report for Mentors to track QAs

Alternate Assessment : Alaska

Home Training Materials **Data Entry** Reports Admin Account

Data Entry > Enter Scores > kim sherman, Reading

Select the option below that matches how this student was assessed. Remember: only students who received tasks administered with extended levels of support AND an Assistive Technology-Communications Needs Survey during the 2006-2007 year were eligible to start with only the expanded level of support test this year (ELOS only).

ELOS only	Standard Administration with or without accommodations AND then switched to the ELOS	Standard Administration with or without accommodations
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1. Delete this screen. When assessors choose "Enter Scores", they will be taken directly to the Enter Scores page.

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Data Entry Section: Delete Student

Data Entry > Enter Scores

Each row in the table below represents a student's record. Each subject column has a drop-down menu, with the default indicating that the student was tested in the corresponding subject area. If testing was not administered to the student, select the reason why it was not administered from the menu under any subject heading. The system will automatically fill in this choice for all subjects. Only students who enter the district after the testing window opens are eligible for administration of some some subject areas. Indicate this by selecting "Late Entry" for the subject area tests the student did not receive. To enter scores for the student, click the link below the drop-down menu, for example "Enter Reading".

When you are completely finished with a student record, you can mark the record as complete by clicking the checkbox in the right-hand column. To mark the record complete you must have entered data for each subject or given a reason why the test wasn't administered.

Student Name	Grade	Reading	Writing	Math	Science	Record Complete
sherman, kim	3	Reading Tested ↳ Enter Reading	Writing Tested ↳ Enter Writing	Math Tested ↳ Enter Math	No Science for Grade 3	Mark as Complete <input type="checkbox"/>

Add column with button for each student

Delete Student
☐

Add warning when checked:

Are you sure you want to delete this student, and all Alternate Assessment data for this student?

Yes No

Data Entry: Drop Down Menu Defaults

- Online Change Recommendation
- Drop Down Menu defaults
- Issue:
 - Some drop down menus on the AK AA data entry website default to predetermined information. This was a concern, in that some assessors did not enter actual data but permitted the default data to remain. For instance, the Date of Birth entry field defaulted to a specific birthdate, which some assessors did not change.
- Solution:
 - In all places (with two exceptions, detailed below), drop down menu choices will start with the words "Click to Select" or "Click" (where the menu box length does not allow the longer phrase, such as Date of Birth).
- Exceptions:
 - The system has a default user status of Assessor in Training. Qualified Trainers are permitted to change the user status of their protégés after successful completion of training and proficiency testing. No changes will be made to this drop down menu.
 - The system has a default option on the entry screen. Drop down menus default to [Content area] Tested (ie Reading Tested). This default will not be changed.

Data Entry Section: New Text for Enter Scores Screen

Data Entry > Enter Scores

Each row in the table below represents a student's record. Each subject column has a drop-down menu, with the default indicating that the student was tested in the corresponding subject area. If testing was not administered to the student, select the reason why it was not administered from the menu under any subject heading. The system will automatically fill in this choice for all subjects. Only students who enter the district after the testing window opens are eligible for administration of some some subject areas. Indicate this by selecting "Late Entry" for the subject area tests the student did not receive. To enter scores for the student, click the link below the drop-down menu, for example "Enter Reading".

When you are completely finished with a student record, you can mark the record as complete by clicking the checkbox in the right-hand column. To mark the record complete you must have entered data for each subject or given a reason why the test wasn't administered.

Student Name	Grade	Reading	Writing	Math	Science	Record Complete
sherman, kim	3	Reading Tested ↳ Enter Reading	Writing Tested ↳ Enter Writing	Math Tested ↳ Enter Math	No Science for Grade 3	Mark as Complete <input type="checkbox"/>

NEW TEXT

Each row in the table below represents a student's record. Each subject column has a drop-down menu, with the default indicating that the student was tested in the corresponding subject area. If testing was not administered to the student, select the reason why it was not administered from the menu under any subject heading. See [Reasons Not Tested](#) list for clarification.

To enter scores for the student, click the link below the drop-down menu, for example "Enter Reading".

When you are completely finished with a student record, you must mark the record as complete by choosing the appropriate status in the Status of Data Entry drop-down box in the right-hand column. To mark the record complete you must have entered data for each subject or given a reason why the test wasn't administered.

Data Entry Section: Records Complete, now called Status of Data Entry

Data Entry > Enter Scores

Each row in the table below represents a student's record. Each subject column has a drop-down menu, with the default indicating that the student was tested in the corresponding subject area. If testing was not administered to the student, select the reason why it was not administered from the menu under any subject heading. The system will automatically fill in this choice for all subjects. Only students who enter the district after the testing window opens are eligible for administration of some some subject areas. Indicate this by selecting "Late Entry" for the subject area tests the student did not receive. To enter scores for the student, click the link below the drop-down menu, for example "Enter Reading".

When you are completely finished with a student record, you can mark the record as complete by clicking the checkbox in the right-hand column. To mark the record complete you must have entered data for each subject or given a reason why the test wasn't administered.

Student Name	Grade	Reading	Writing	Math	Science	Status of Data Entry
sherman, kim	3	Reading Tested ↳ Enter Reading	Writing Tested ↳ Enter Writing	Math Tested ↳ Enter Math	No Science for Grade 3	Mark as Complete <input type="checkbox"/>

Change title of Record Complete column to:
Status of Data Entry

Change text for clarity/entry

FROM
Checkbox / Mark as Complete /

TO
Drop Down Box, must choose one to move off of screen

Click to select
Still entering data
Record Complete

ADD AN ALERT if user did not choose one of the two options:

WARNING: You must choose one option under Status of Data Entry.

Data Entry Section: Reasons Not Tested

Data Entry > Enter Scores

Each row in the table below represents a student's record. Each subject column has a drop-down menu, with the default indicating that the student was tested in the corresponding subject area. If testing was not administered to the student, select the reason why it was not administered from the menu under any subject heading. The system will automatically fill in this choice for all subjects. Only students who enter the district after the testing window opens are eligible for administration of some some subject areas. Indicate this by selecting "Late Entry" for the subject area tests the student did not receive. To enter scores for the student, click the link below the drop-down menu, for example "Enter Reading".

When you are completely finished with a student record, you can mark the record as complete by clicking the checkbox in the right-hand column. To mark the record complete you must have entered data for each subject or given a reason why the test wasn't administered.

Student Name	Grade	Reading	Writing	Math	Science	Record Complete
sherman, kim	3	<input checked="" type="checkbox"/> Reading Tested <input type="checkbox"/> Absent <input type="checkbox"/> Long Term Illness <input type="checkbox"/> Suspension <input type="checkbox"/> Late Entry	<input type="checkbox"/> Writing Tested <input type="checkbox"/> Absent <input type="checkbox"/> Long Term Illness <input type="checkbox"/> Suspension <input type="checkbox"/> Late Entry	<input type="checkbox"/> Math Tested <input type="checkbox"/> Absent <input type="checkbox"/> Long Term Illness <input type="checkbox"/> Suspension <input type="checkbox"/> Late Entry	<input type="checkbox"/> Science Tested <input type="checkbox"/> Absent <input type="checkbox"/> Long Term Illness <input type="checkbox"/> Suspension <input type="checkbox"/> Late Entry	<input type="checkbox"/> Mark as Complete

Testing Reasons for each Content Area/Test: Options in **bold** indicate options that must be true for ALL subject area tests. The system will enforce this policy by automatically setting this option for ALL tests when any one option is selected by the user.

Reading	Writing	Math	Science
Reading Tested	Writing Tested	Math Tested	Science Tested
Absent	Absent	Absent	Absent
IEP Change	IEP Change	IEP Change	IEP Change
Late Entry	Late Entry	Late Entry	Late Entry
Long Term Illness	Long Term Illness	Long Term Illness	Long Term Illness
Suspension	Suspension	Suspension	Suspension
Other	Other	Other	Other
			No Science for grade X

When the users selects the option "Other", a text entry box will be displayed. The user may input up to 50 characters into this box.

ADD Warning if Other chosen but no text entered: **Warning:** You have chosen "Other" as a reason not tested but have not described the reason in the text box.

Section 3 ~ AA Manual

- Section 3 – Mentors Only
- Memo to Mentors re use of Scoring Protocol Review Sheets
- Scoring Protocol Review Sheet
- Mentor District Implementation Plan
- District Test Coordinator Responsibilities
- Training Protégé's
- 3 sets of training Power-points

Review of Section 3

- Use of Scoring Protocols
 1. New mentors becoming QA send in RWMS practice tests to EED/DRA . DRA uses the scoring protocols to evaluate your practice tests.
 2. New mentors becoming QT send in their protégé's scoring protocols that contain the QT evaluation. DRA, in turn, evaluates the QT evaluation.
 3. When training district personnel to the QA level, use the scoring protocols.

District Test Coordinator and Mentor Responsibilities

- Page 86, Implementation Plan contains Mentor responsibilities
- Page 90 explains DTC responsibilities.

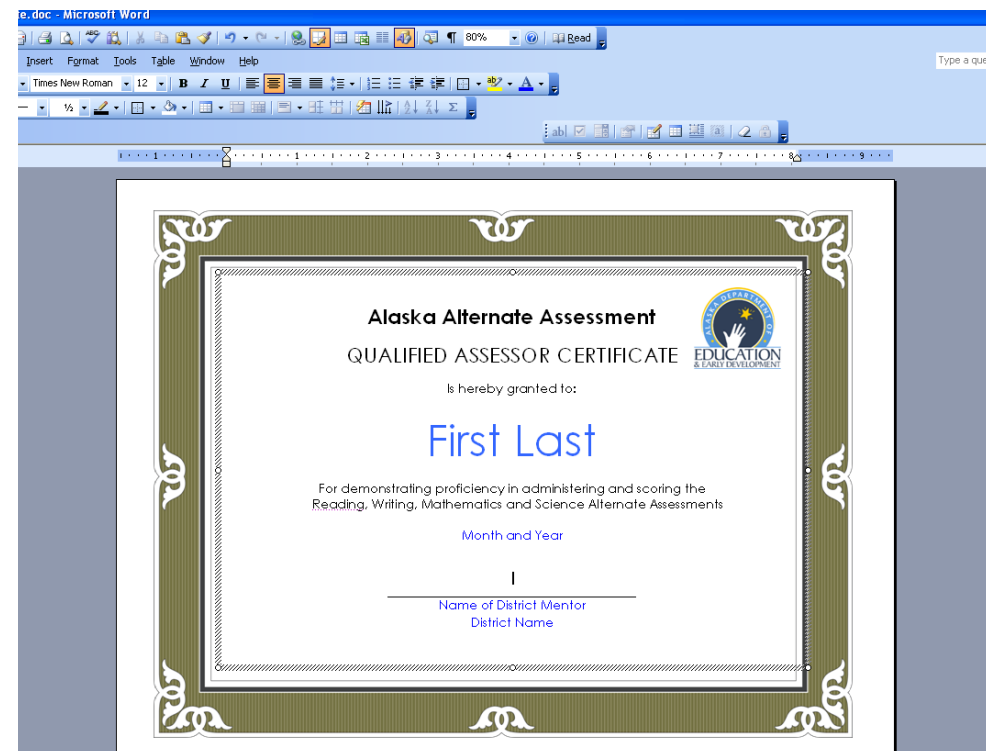
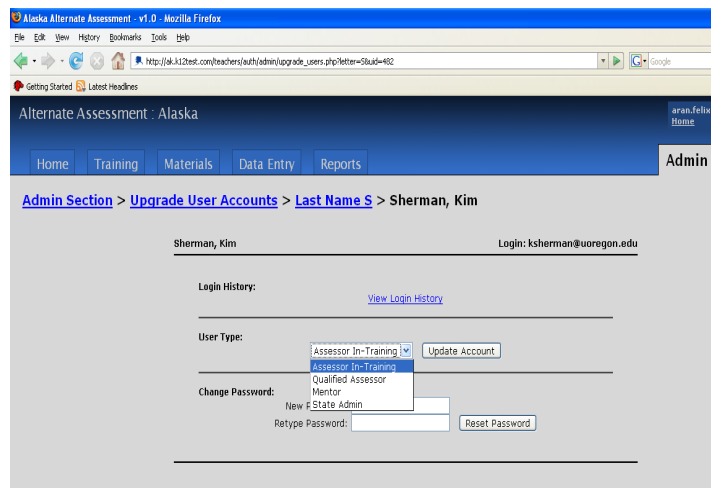
Training Protégés

- Page 54, visual summary handout
- Page 56, getting-started crib sheet
- Page 92, summary of training protégé's
- Page 93, Orientation power-point
- Page 105, Training QAs to administer and score the AA (follows handout on page 54)
- Page 108, additional power-point to explain law and history of assessing students with disabilities

When your protégés complete assignments, Mentor responsibility to:

- Issue a QA Certificate
- Template on CD (QACertTemplate.doc)
- Change their status in the online system
- <http://ak.k12test.com/>. Select as follows: ADMIN tab, Upgrade User Accounts, View by District (or View by Last Name), User Type, select Qualified Assessor from drop-down box, then select Upgrade Account.

When AIT completes assignments, Mentor changes status to QA by changing User Type and clicking "Update Account" button:



Section 4 ~ AA Manual

- Section 4 – Content Standards (Appendix I)
- Extended Grade Level Expectations
 - Reading
 - Writing
 - Mathematics
 - Science
- Proficiency Level Descriptors
- Cut Scores

Review of Section 4

- Extended Grade Level Expectations
 - Finalizing Extended Grade Level Expectations (ExGLES) document for 2009 publication
 - Developing the Early Entry Points to better align with ExGLEs (part of ExGLE final publication)
 - Use to guide instruction and prepare for academic assessments
 - ExGLEs do not include the functional life skills curriculum which is also important for students with significant cognitive disabilities
- Proficiency Level Descriptors & Cut Scores, page 61

Section 5 ~ AA Manual

- Section 5 – Guide to Test Interpretation (Appendix II)
- Guide to Test Interpretation
 - Parent Guide – Science
- Educator Guide – Reading, Writing, and Mathematics

Review of Section 5

- Parent Guide (Science)
- Educator Guide (RWM)

Table Groups ~ Training Aids

- How can the AA Manual be improved to make it a more effective document for your use both as a reference document and training aid?
- What kind of training aids would benefit you as a Mentor?

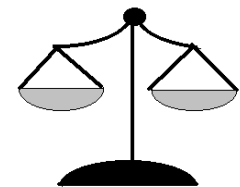
Participation Guidelines, Sept. 2007

- A testing accommodation is a change made to ensure that information obtained from a test is an accurate reflection of what the test is intended to measure rather than a measure of a student's disability.
- Accommodations are designed to meet specific needs of specific individuals.
- Accommodations must not compromise the validity of the test.

Accommodations in the Alaska Alternate Assessment

VALIDITY and *Fairness*:

Would assessment results accurately show what a student knows and can do?



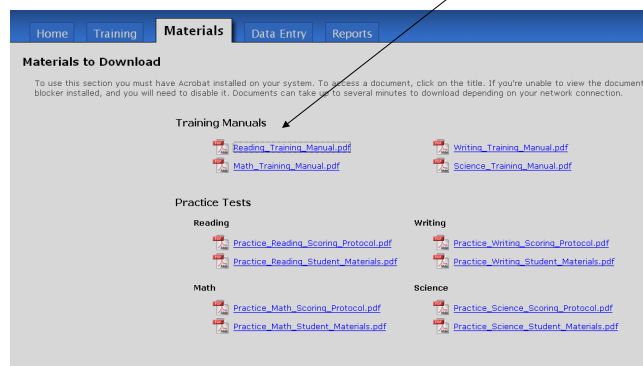
Accommodation or Modification?

- What is the test construct being assessed?
- How does an accommodation not change the test construct?
- How does a modification change the test construct.
- Examples of accommodations, assistive technology and modifications
- Why ELOS items do not assess the construct

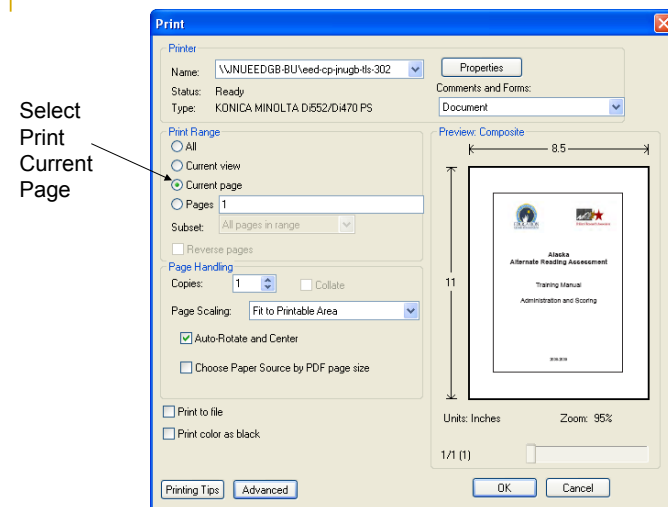
Accommodation or Modification?

- Examples of Accommodations vs. modifications for the practice tests are included in the Online Training Manuals
- Online AA system, login, select MATERIALS tab, select Training Manuals
- Not included in the AA Manual this year-too many pages, manual becomes bulky
- Only select pages are useful for marking on
- Print single pages needed

MATERIALS TAB: Online Training Manuals



How to print one page only in a PDF document



2008 Alternate Writing Assessment Training Manual

Task 1.34C, Task 1.56B: Write Own Name²

This task requires students to write their first and last name. Use the writing sheet located in the Alternate Writing Student Materials section. There is an assisted sheet, containing dotted lines and an unassisted sheet, containing single lines. Choose the most appropriate writing sheet based on the skill development of the student.

To administer this task, place the student response sheet directly in front of the student. Point to the first line of the response sheet and say, "Write your first name on this line." Point to the second line and say, "Write your last name on this line." Write the student's exact response in the Student Response section of the scoring sheet.

Scoring			
Student Name	Student Response	Correct CLS	Possible CLS
1. First Name:			
2. Last Name			

Examples of Task Accommodation: Repeating the prompt multiple times, telling the student a specific name to write, providing students with paper they would typically use for classroom assignments, providing students with assistive devices that allow them to maintain a grip on their writing instrument, providing students with response sheets that have enlarged response areas, providing students with the words 1 at a time.

Examples of Task Modifications: Answering questions related to the correctness of spelling or capitalization, having students trace a dotted version of their name, having students erase and write neater, guiding students' hands while they write.

Administration: Make sure the test administrator:

- Places the response sheet in front of the student.
- Points to the sheet while providing the direction.
- Records the student's response in the Student Response section of the scoring protocol.
- Uses a neutral tone.

Accommodations

Modifications

Table Groups ~ Accommodations

■ Accommodations

- What are the tasks that are the most difficult for your students to access? Are there accommodations, adaptations to materials, or assistive technology that can help?

Accommodations

■ Read Aloud (Reading – page 9)

- Comprehension is the focus (see extended grade level expectations)
- Selection response is used (but the student must have an equal opportunity to get each option correct or incorrect)
- Repeating directions ensures the student knows what is being asked (but not too often)
- Physical supports are allowed if they only provide access not differential prompting

Accommodations

■ Response options (Writing)

- Writing responses are formatted for the student to engage in both a produced and selected response.
- A number of responses are available:
 - Production (pages 6-10): Any number of assistive devices would be allowed if it reflects the manner in which the student communicates.
 - Selection (page 15): Pointing, nodding, underlining, or even affirmation responses with the tester completing all the responses.

Accommodations

- Manipulating Materials (Math – pages 8-12)
 - Materials may be cut up and presented in the form of cards
 - The position of the cards can be manipulated to provide visual masks or rearranged if the student has certain tendencies (e.g., always selects the option in the right-most position or has limited peripheral vision)
 - The number or order of options should not be reduced or changed, respectively, as the opportunity for success may be changed

Accommodations

- Interacting with Students (Science)
 - Eliminate distractions
 - Focus the student's attention
 - Provide physical assistance as needed, as long as the probability of responding correctly is not changed
 - Provide tasks with supplemental materials, using extra care in introducing and using them

Lunch

- 11:30 – 12:45
- On your own
- BP Energy Center has a great cafeteria
- Located in the tall building across the parking lot
- Please be back on time

Table Groups ~ Implementation Plans

- **Implementation Plans**
- Returning mentors to work with MIT on tips & tricks for implementing district training.
- Returning mentors to work with MIT on completing the District Implementation Plan.
- Turn in draft Implementation Plans

Open Space Technology

- Write your topic on colored sheet of paper
- Theme of topics revolves generally around Alternate Assessment, students with significant cognitive disabilities, instruction, assessment, etc.
- In the afternoon, we will post topics
- Select a group
- Person who suggested topic, opens the discussion

Open Space works best under the following conditions:

- The topic involves a real issue
- The participants really care about the issue
- The issue is complex
- The issue requires diverse skills and people to resolve it
- Participants have genuine passion about the issue which can cause conflict
- The issue requires immediate action

Four Principles of Open Space

- Whoever comes is the right people
- Whatever happens is the only thing that could have
- Whenever it starts is the right time
- When it's over, it's over

One Law of Open Space

- Law of Two Feet
 - If at any time during our time together you find yourself in any situation where you are neither learning nor contributing, use your two feet. Go to some other place where you may learn and contribute.

Debrief Open Space

- Brief summary
 - What was your topic?
 - Was the discussion productive? Rewarding?
 - Summary statement of the discussion
 - Any recommendations or follow-up needed?

Debrief and Wrap Up

- Questions?
- Debrief
- Make sure to fill out and turn in:
 - Evaluations
 - Test Security Agreement (TSA)
 - Implementation Plan (IP)
 - Fill out the address label and we will mail you a copy of your TSA and IP later this week.